**K-5 ELA Lesson Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher: Cannon, Poe, Simons** | | **Grade: 3** | | | **Date(s)**: Day 3 |
| **Unit Title: Prove It!** | | | **Corresponding Unit Task: Text Evidence Organization** | | |
| **Essential Question(s):**  **How do readers use textual evidence to help answer questions?**  **How can a good speaker effectively engage in a conversation with a(an) person/audience and appropriately convey their message?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student: The Grasshopper and The Ant – A retelling of an Aesop Fable (p.175 in Reading Street Basal), Textual Evidence Graphic Organizer (included in Unit 1), Writing Journal, Chart paper** | | | | **Character, character trait, realistic fiction, Aesop fable moral/lesson, claim, text evidence, graphic organizer**  **Story Vocabulary: motioned, omen, quivered, grumbled, shuffled, huddled, chickweed**  **Multi-cultural tie-in: chorizos, senora, gracias, bueno, muy bonito** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  Modeled  x Shared  x Guided Practice  Independent | **Reading – Day 3**  **Standards:**  **RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**  **RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapters, scene, stanza; describe how each successive part builds on earlier sections.**  **R.F.3.4a Read grade level text with purpose and understanding.**  **I Can Statement(s):**  **I can understand and retell stories read aloud.**  **I can answer questions about the text by locating information in the text.**  **I can explain my answers by referring to the text for support.**  **I can make a claim about characters in a story.**  **I can support my claim using evidence from the text.**  **Instructional Plan:**  **Today, the teacher will decide whether they will read the story, The Grasshopper and The Ant from the reading basal or whether they will let students read it with a partner. This will all depend on your group of students.**  **After reading the story (found on p.175) in the reading text, you will guide your class as they come up with a claim (generalization) about one of the characters (ant or grasshopper). For example, Grasshopper is responsible. Put the claim on the textual evidence organizer provided below or make your own graphic organizer. After coming up with a claim together, students will find evidence from the text to support the claim.** | | | | |
| **Gradual Release of Responsibility:**  Modeled  x Shared  x Guided Practice  Independent | **Writing – Day 3**  **Standards:**  **W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**  **W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate for the task.**  **I Can Statement(s):**  **I can write a complete sentence.**  **I can use correct grammar, punctuation and conventions when writing a sentence.**  **Instructional Plan:**  **Review character traits. Discuss traits that responsible students would possess. You can also use this time to review the character traits of various characters from this week’s reading.**  **After reviewing character traits, ask students to make a claim about what makes a student a responsible student. Your students may be able to make a claim or you can give the claim (depending on your student levels). One claim students may write in journals would be “Good students at our school are responsible.” After students make their claim, they should work with a partner or independently to write 3-4 pieces of evidence to support characteristics of a responsible student.** | | | | |
| **Gradual Release of Responsibility:**  Modeled  x Shared  Guided Practice  x Independent | **Word Study – Day 3**  **Standards:**  **L.3.6. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.**  **L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.**  **I Can Statement(s):**  **I can pronounce Spanish words correctly.**  **I can give the English definition of a Spanish word.**  **I can match Spanish words with the correct English word.**  **Instructional Plan:**  **There are several Spanish words in the story, A Day’s Work, from the reading basal. In this activity, students will create a “Spanish Dictionary.” Students will create a mini-book or foldable of the Spanish words in the story. They will write the Spanish word, English word and draw an illustration for each word. Some of the words from the story are *chorizos, bueno, muy bonita, gracias,* and *senora*.**  **Example of a page from the Spanish/English mini dictionary:**   |  | | --- | | **Spanish word: chorizos English word: spicy pork sausage**  **Illustration: Student will draw a picture of the word here to help them remember it.** | | | | | |
| **Gradual Release of Responsibility:**  Modeled  x Shared  Guided Practice  x Independent | **Speaking & Listening**  **Standards:**  **SL 3.1. Engages collaboratively in a range of discussions with diverse partners on grade 3 topics. SW come prepared and follow agreed upon rules.**  **SL 3.6. Speaks in complete sentence in order to provide requested detail or feedback.**  **I Can Statement(s):**  **I can identify what a complete sentence looks and sounds like.**  **I can use complete sentences to respond to questions in class.**  **I can ask questions using complete sentences.**  **I can speak up in class using the agreed upon rules.**  **Instructional Plan:**  **Students will share the information they wrote in their journals earlier. They will share the claim they made about responsible students and give the evidence they came up with to support their claim. Give each group a chance to share their ideas and practice their speaking and listening skills. As students share, write the ways students can be responsible citizens in the classroom on an anchor chart that you will post in the room. You will get the information from the evidence students present to the class.** | | | | |
| **Closing/Summarizing Strategy** | **SW journal on how they prepared for the discussions, how they used their text evidence, and what they did well on and what area they want to improve on(collecting evidence, reading text, speaking clearly, using complete sentences)** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Have students write a journal entry about a topic that makes them think on a deeper level. For example, in the story, A Day’s Work, Ben says, “The important things your grandfather knows already.” Explain what Ben means when he says this. Use details from the story.** | | **Frontloading – Allow students the opportunity to read the story before the actual reading lesson.** | | | **For hearing impaired students, interpreter will sign the story before the whole-class reading activity.**  **Provide sentence starters during writing activity.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):The student independent graphic organizer will provide evidence on the ability to collect text evidence and as evidence for knowledge of complete sentences. The student journal responses for speaking and listening can be used to monitor growth for these skills.** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*